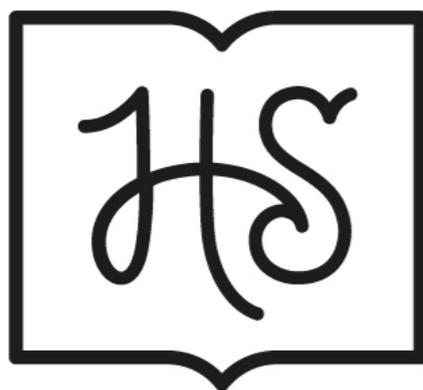


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REPORT:

The International Symposium “School Memories / La memoria escolar” (Seville, 22–23 September 2015)

Branko ŠUSTAR^a

^a Slovenski šolski muzej, Ljubljana, Slovenija

Between 22nd and 23rd of September 2015, Seville of Andalusia, Spain, hosted an international symposium “School Memories. New Trends in Historical Research into Education: Heuristic Perspectives and Methodological Issues.” The symposium was organised by the “History of Teaching” research group HUM 206 – University of Seville (Spain) in conjunction with: Centre for the Documentation and Research on the History of Textbooks and Children’s Literature (CESCO) at the University of Macerata (Italy); Centre on Education Memory Studies (CEME) at the University of Murcia (Spain); International Centre of School Culture (CEINCE) in Berlanga de Duero (Spain) and Pedagogical Museum of the Faculty of Education at the University of Seville (Spain).

Committee coordinators Cristina Yanes Cabrera (University of Sevilla) and Juri Meda (University of Macerata, Italy) were responsible for the conference and its progress, with support from of 30 members of the international scientific committee led by Agustín Escolano Benito (CEINCE) and Antonio Viñao Frago (University of Murcia). The honorary president of the symposium was María Nieves Gomez Garcia, at that time already retired historian of education from the University of Seville.

The conference opened with a ceremony in the town centre, in the ceremony hall of the Rectorate (Edificio del Rectorado) of the University of Seville, which operates in a large building of the former Royal Tobacco Factory. This imposing example of an industrial architectural heritage, constructed from 1728 onwards, of course reminds us of the setting of the famous opera Carmen by Georges Bizet. In the hall, furnished with a few historical pieces of furniture, a university flag, and oil paintings, we were greeted by the rector of the University (Miguel Ángel Catro Arroyo), dean of the Faculty of Education (Juan de Pablos Pons), director of Department of Theory and History of Education (Juan Luis Rubio Mayoral) and the representatives of the symposium. This was followed by two deliberations, presented in Spanish by Antonio Viñao Frago (History and memory / Historia y Memoria, <http://memoriaescolar.es/onewebmedia/Historia%20y%20memoria.%20Sevilla.pdf>) and J. Meda (The state of historiography and the heuristic perspective / La Memoria Escolar: Balance Historiográfico y Perspectivas Heurísticas). Individual memories can be studied

individually or compared to other sources; however, the collective memory must be studied as a “process”, as a social reconstruction of the past. And the collective memory arises both from a cultural heritage of a certain community as new forms produced by the cultural industry or the world of information and communication, deliberated Juri Meda. He warned of certain approaches and perspectives to historical and educational studies, their social significance, official policy of the educational memory, and even some stereotypes.

The conference continued in the modern building of the Faculty of Education of the University of Seville / Facultad de Ciencias de la Educación which is beautifully designed to be very bright but also practical, with a green and covered courtyard, furnished with messages of important educators. This building also houses an interesting Museum of Education (Museo pedagógico de la Facultad de Ciencias de la Educación, <http://institucional.us.es/museopedagogia/>), managed by university lecturers, as well as museum collection and various exhibitions, and is also used for teaching.

There were 186 submissions from throughout the world in response to the call for papers for the conference on relevant websites (<http://memoriaescolar.es>); however, only 70 were selected to be presented in the three theme sessions during the two-day conference. This high proportion (62%) of rejected submissions was influenced by adhering to the specific subject matter of the call for papers. The organiser included 30 papers in the first session (Session Individual Memory), 32 in the second (Session Collective Memory), and 8 in the third (Session Politics and Places of Memory). When Juri Meda reported (in: Boletín SEDHE, published by Spanish History of Education Society) on the geographic origins of received proposals, he noted that 56% of proposals originated in countries of Southern Europe (Spain, Italy, Portugal), 14% from the region of Latin America (Brazil and Mexico), 21% from the Balkans and Eastern Europe, 6% from France, and only 3% from other countries. Since 40% of the rejected proposals originated in the countries of Southern Europe, it seems that the number of historians of education in the Spanish and Portugal speaking world is on the rise. There was less interest for the conference with this subject matter (school memories) among researcher in the Central and Northern Europe and North America; however, we must not discount the language accessibility of the conference. With five official languages (Spanish, Portuguese, Italian, French and English), the conference was much more suited for speakers from the Romanic speaking world, as was evidenced by the participants. School memories often represent a part of informal history of educations, which is mostly not captured in official school documents, but supplements and concretises the actual education processes. We wish to capture the difference between schools as it is supposed to be officially (laws, education plans, textbooks) and as it really was, specifically the life in a classroom. On the other hand, questions of collective memory of school are also wider. [INTERNATIONAL-SYMPOSIUM SCHOOL-MEMORIES PROGRAM EN](#)

In the **Session Individual Memory**, led by P. Granados, presenters focused on certain forms of written sources (autobiographies, journals) and on an analysis of various oral sources and questionnaires. Presentations were in fact related to personal memories, but diverse in terms of locations (from Poland, Hungary, the Slovak Republic, and the Balkans to Northern Italy

and Ireland; e.g. Tom O'Donoghue, *The Experience of Being a Student in Secondary Schools in Ireland in the Early 1960s*), time periods, which spanned from 19th century to the end of the 20th century, and contents. For example, they discussed the issues of German education in South Tyrol and after 1918 in Italy (A. Augschöll Blasbichler, *The "Remembered School" in the First Generation of German-Speaking Minority after the Great War*), collecting oral testimonies as a project of Museum of Education at University Padova, <http://fisppa.unipd.it/servizi/museo-educazione> (F. Targhetta), as well as other subjects: *Time Travel into Childhood: School Narratives in Socialist Hungary* (G. Baska, J. Hegedűs), *Reflections/Reminiscences of Seniors at School and Teachers in the First Half of the 20th Century in Slovakia* (A. Klementova, J. Ivanicova), *School Memories - Books of Memories in Educational Museum in Belgrade, Serbia* (Maja Nikolova), *Everyday Heroes of School Memories: Teachers' Paths of Life in 20th Century Hungary* (V. Beatrix). Very interesting were presentation on the history of women teachers (e.g. A. Cagnolati, J. L. Hernández Huerta: *School Memories in Women's Autobiographies - Italy, 1861-1915*), teacher diaries as sources for a collective history (M. C. Morandini) and contribution on teachers memories from Hungary (A. Németh, I. Garai).

The contents of the 32 papers of the **Session Collective Memory** can be understood as perceiving school experience of a specific school subject, as part of collective experience, and a mass productions of educational aid (e.g. textbook printing) as a contribution to forming the collective stereotypes of a particular time period. The collective memory forms the cultural heritage of a community; the world of information and directed communication was presented with an analysis of popular culture, literature, and television programmes, as well as advertising, magazines, and expert journals. In this session, school was initially discussed in movies and documentaries in Italy - e.g. *Remembering our School through Movies: the Films from the Book »Cuore« 1886 in Italy 1947-2004* (S. Polenghi); *The Ideal School Memory. Film and Television Representations of the School of Don Lorenzo Milani* (P. Alfieri, C. Frigerio); *The Television Series »Diary of a School Teacher«* (Anna Debè); - in Greece (D. Karakatsani, P. Nikolopoulou: *Aspects of School Life during the After War Period through the Analysis of Greek Films*); in Russia (E. Kalínina: *The Formation of the Teacher's Image in the Russian Soviet Cinema as a Social Myth*) and with presentations of various pictures.

The discussion touched on the impact of international circulation of graphics and prints during the 19th century in the building of an international visual school memory (S. Braster, M. Mar del Pozo Andrés), on the collective memory of a Spanish school via postcards with school motifs in the 20th century (Antonio Viñao Frago, M. J. Martínez Ruiz Funes), and on the use of school pictures in France (M.-E. Valat, S. Wagnon: *The Class Picture - between the Representations of Students and Teachers, a Special Perception of School from Yesterday until Today*). Some papers discussed the theme of school memory through newer social media such as Wikipedia or Facebook. Public images of vocational training in Italy during the late 19th century were presented using memory publications and printed reports (Valeria Viola), similar in Croatia (D. Župan: *Croatian School Memorials*) and reports of individual religious school in Spain in the 20th century (P. Dávila Balsera, L. M^a Naya Garmendia), also with

discussing the political influence on the school memory. There was also other examples from France (School Memory and Oblivion in France from the Eighteenth Century to the Present, M. Figeac), the subject of children's literature in the French school (Ch. Connan-Pintado, The School of the Republic in the Books for Youth: between Nostalgia and Mythography) and thereby an example of cultural industry and effects on the school memory.

Session Politics and Places of Memory presented some less used resources for history of education research. Some thus presented official commendations by teachers and analysed awards for performance in the policy of the Ministry of Education in Italy from the time of unification to fascism (A. Barausse, V. Miceli). This was followed by a discussion on naming of streets and squares by educational persons throughout Spain (Juan González, Education Resource and Interpretation Centre, Polanco), names of schools in Italy (Mirella d'Ascenzo), and the opening ceremonies for school buildings in Romania in 1864–1914 (Ramona Caramelia). Other speakers focused on educational memories and public history (G. Bandini with presentation of web <http://www.memoriediscuola.it/>) and Italian educational magazines in 1861–1961 by analysing obituaries and funeral ceremonies of teachers (R. Sani, A. Ascenzi), and on grave stones in cemeteries and some others teachers monuments in certain Slovenian villages and towns (B. Šuštar). The conference also discussed “the School Memory Spaces in Italy (J. Meda), specifically school museums and buildings related to school history. There was also a planned presentation on the seals of Spanish schools through time.

These three concurrent sessions were followed by three **plenary presentations**, during which the coordinators of individual subject groups presented analytical considerations on each presented memory subject (individual, collective, and public), as well as a short review of subjects and discussions. The symposium was concluded by Agustín Escolano Benito (CEINCE) with a presentation titled “Arqueología de la memoria y cultura de la escuela / Archaeology of Memory and School Culture”. This presenter, who is also the author of a study on school culture and memory (*La memoria y el deseo. Cultura de la escuela y educación deseada, Valencia 2002*), and two other authors (Antonio Viñao Frago, Pierre Caspard) of pioneering works related to school memories, were pointed out in the report in Spanish Journal on the History of Education) Boletín SEDHE, <http://sedhe.es/publicaciones/boletin-sedhe/>

The international symposium “School Memories” is the first wider systematic deliberation on the matter of school memory, which defines certain general theoretical bases and methodological standards and shows the possible relations with ethnological research, anthropology of educations, and the sociology of cultural processes. The symposium is also an encouragement for international and national studies of school memory and education from various perspectives. The conference organisers expect the publication of the selected papers to be published at the end of 2016.